

Windmill Primary School

Lunchtime Supervisor

Application pack



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Our Values

Our values are fundamental to every decision we make:

'Every day is a new day'

We believe in fresh starts, learning from our mistakes and forgiving each other

'Be there for each other'

We believe in supporting and looking after each other, especially in times of need

'Aim high'

We believe that we should not feel limited by doubt - our own or other people's, we should be optimistic

'Do your best'

We believe that effort is important - compare yourself to yourself, not to others

'Don't give up'

We believe that it's good to be committed and to persevere, that's how we make progress

'Believe in yourself'

We believe that to achieve we must first believe; we try to be resilient and do positive 'self-talk'



Welcome!

“ I'm Mark Gibbons and I feel immensely proud to be the Headteacher of Windmill Primary School. Take a step inside our school grounds and into the school building and you will be instantly struck by the calm, warm, positive atmosphere, and the quality of provision. I think children who become Windmill pupils are really lucky - I wish I had gone to a primary school that had such an excellent teaching team and such wide-ranging opportunities! ”

Our Mission

What are we here for?

'To give children the best possible start to the rest of their lives!'

That's our mission ... we thought long and hard about this ... we know that we have a major part to play ... so we aim to play our part to the best of our capability!

We do the best we can to help children at Windmill make positive choices, believing that their experiences here will continue to be an influence in their future lives...

Our Vision

We want to be a school which **IGNITES** something inside children which grows and flourishes as they go through life!

We believe we are that school already, but our vision is that we become the best in the world at:

- I**ncluding everyone
- G**uaranteeing opportunities
- N**urturing aspirations
- I**nspiring each other
- T**rying everything
- E**ncouraging independence

What OFSTED 2022 had to say...

'Pupils are kind and caring.'

Pupils celebrate the different cultures there are in the school community.

'Pupils achieve well.'

The Windmill curriculum is ambitious, and pupils rise to the high expectations.

'Reading has high importance across the school.'

'Staff are well trained and have excellent subject knowledge.'

'Leaders have ensured that the school has gone from strength to strength.'

Pupils' positive behaviour is a result of a calm, purposeful and praise-filled environment.

'Staff are vigilant about all aspects of safeguarding.'

'Staff have a very good knowledge of families and the local community.'

Job Description

The headteacher and governing body are seeking to appoint a casual lunchtime supervisor to ensure the security, safety and wellbeing, and care of the pupils of the school and to promote their social, emotional and physical development during the lunch time period. References will be requested at the shortlisting stage.

Community Academies Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks and a willingness to demonstrate commitment to the standards which flows from Community Academies Trust vision and values.

Duties and Responsibilities

- To supervise pupils, during the lunch period, playground areas and school premises, ensuring the safety, welfare, physical and mental well-being of pupils and the maintenance of good order and discipline.
- To report to the Lunchtime Co-ordinator at beginning of the lunch period and receive any instructions with regard to duties.
- To monitor the behaviour of pupils discouraging in a positive way any anti-social behaviour and recognising positive behaviour in line with our Behaviour Policy and reporting any incidents as appropriate.
- To ensure the safety and wellbeing of children, providing emotional support where necessary.
- To arrange and supervise appropriate play and physical activities under the direction of the Lunchtime Coordinator
- To ensure that all pupils who suffer any injury or accident are dealt with appropriately in accordance with the school's agreed procedures.
- To encourage all pupils to eat but especially those with special needs or disabilities, and to assist children with cutting up food, opening tubs, pouring water etc. where appropriate to e.g. age of child, needs of child, as necessary.
- To encourage social skills and good table manners, ensuring safety with knives and forks.
- Where appropriate, to collect pupils from classroom ensuring that they are adequately dressed for the weather conditions.
- To supervise and control entrance and exit by pupils during the lunch break to school premises and ensure calm orderly conduct in accordance with the school's high expectations.
- To challenge any strangers who may enter the school grounds and report any concerns to the Senior Lunchtime Coordinator.
- To ensure that pupils who leave the school site have permission to do so.
- To supervise pupils and promote good behaviour on the school premises in classrooms, and through corridors, during lunchtimes and in addition when children are inside because of wet weather.
- To check toilet areas regularly to ensure that they are clean and being used appropriately. To report any problems to the Business Manager
- To take part in training appropriate to the job of midday supervisor.
- To undertake any other duties consistent with the purpose of the job.

Appraisal:

- The post holder is required to participate in arrangements made for the appraisal of his/her performance.

Discipline and Health & Safety:

- The post holder is required to maintain good order and discipline among the pupils and safeguard their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere.

Working time:

- Casual – Zero hours.
- Working pattern: Part time Monday – Friday Term time only.
- The job description allocates duties and responsibilities. It does not direct the particular amount of time to be spent in carrying them out and no part of it may be so constructed. In allocating time, the postholder must use directed time in accordance with the school's policy and the current School Teacher's Conditions of Employment

Work/Life Balance:

- A reasonable work/life balance is supported by the school. There is flexibility within the staff absence policy to allow staff discretionary paid or unpaid leave on written request.

Safeguarding Children:

CAT is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The person undertaking this role is expected to work within the policies, ethos and aims of the Trust and to carry out such other duties as may reasonably be assigned by the Head of Human Resources. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, contractors, and community members.

English Duty:

This role is covered under part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.

Person Specification

	Essential	Desirable
Qualifications		<ul style="list-style-type: none"> – Hold a minimum of 5 GCSEs (or equivalent) including English and maths at grade A-C/4-
Experience, Skills and knowledge	<ul style="list-style-type: none"> – Ability to relate well to children and adults. – Has excellent communication skills and is able to develop and maintain good relationships with colleagues. – Establish good working relationships with pupils acting as a role model. – Hardworking and a positive attitude to change. – Reliable, trustworthy and punctual. 	<ul style="list-style-type: none"> – Previous experience of lunchtime supervision in an educational setting.
Personal Qualities	<ul style="list-style-type: none"> – Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect. – Open, honest and an active listener. – Takes responsibility and accountability. – Is committed to the provision and improvement of quality service provision. – Is adaptable to change/embraces and welcomes change. – Acts with pace and urgency being energetic, enthusiastic, and decisive. – Communicates effectively. – Has the ability to learn from experiences and challenges. 	
Other	<ul style="list-style-type: none"> – Commitment to safeguarding and promoting the welfare of children and young people. – Willingness to undergo appropriate checks, including enhanced DBS Checks. – Motivation to work with children and young people. – Ability to form and maintain appropriate relationships and personal boundaries with children and young people. – Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline. – Have a willingness to demonstrate commitment to the values and behaviours, which flow from CAT ethos. 	

Person Specification

Our Values and Vision

These are our values. They can be thought of as our 'non-negotiables' – beliefs, expectations and standards that underpin how we work with the young people in our care, and the community we serve. We believe that if we work in the context of these values, students will achieve more than they ever thought possible. They are also values that have evolved following a sustained period of success for our school.

Our Young People

We value three main types of achievement for our young people, and the vision for our school is that we ensure our students are empowered to achieve to a consistently outstanding level.

Achievement – Academic: We believe all young people have the potential to achieve great things. Intelligence can be developed regardless of emotional and social background, given appropriate teaching and bespoke, individualised support.

Young people should be encouraged to develop autonomy and meta-cognitive control ('knowing what to do when they don't know what to do') in their learning and to gain inspiration from learning. They should be equipped with a crucial sense of possibility based on a well-developed self-awareness and ambition – ambition not only for themselves but for the communities in which they live and work.

Achievement – 'letting your light shine': All young people achieve things they can be proud of every day in addition to academic success and outside our school's planned curriculum. We have a vital role in ensuring individuals develop their own talents and interests and have a responsibility to instil in them a sense of pride in who they are and what they achieve. We must recognise and celebrate these achievements.

Achievement – relationships (Starfish Principle): Excellent relationships for learning are a prerequisite for all other achievements. Relationships that result in mutual respect between young people and all other members of our school community will ensure learning can be fun in a disciplined and caring environment where the highest expectations are the norm.

Our Staff

Our Values extend to how we challenge, support and work with each other. All staff (support and teaching) play a crucial role in the education of young people. We all understand how our work has a direct influence on the life chances of the young people in our care. In the same way that we all have a duty of care to them, we have a duty of care to each other and have regard for each other's professional and personal wellbeing.

All members of the staff community see themselves as learners. They are empowered to make decisions, be creative and to lead. Mutual respect pervades all relationships, working together to enhance professional learning and practice and collaboration; collegiality and a sense of team identifies how all staff work together. All staff have clarity and certainty about the direction our school is taking and be working on only a few initiatives at any one time with a sense of how their work is contributing to that vision. Staff co-operate with each other and are not in competition with each other – they are part of a team that ensures our schools are among the best in the country.

How to apply...

Status:

Casual – Zero hours
Part time Monday – Friday Term time only

Salary:

NJC Scale 1, point 2-3 £22,366 to £22,737 FTE.
Actual salary per hour £11.59 - £11.79)

Closing Date:

12 noon Sunday 10th December 2023

Start Date:

N/A

Interviews:

TBC

Apply now:

Please apply via
application form by
visiting

<http://www.windmillprimaryschool.co.uk/>

Find us:

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